

URI CHECKLIST OF DEVELOPMENTAL ACTIVITIES FOR STUDENT TEACHERS

URI Fall Practicum 2015: **Mathematics**

Dear Colleague:

The following list of developmental activities is designed to support the URI student teacher in preparation for some typical situations they will experience during full-time student teaching this spring. This fall, your assigned student teacher will visit your school for a minimum of **20 hours (40 hours minimum, if only high school)**. She or he will contact you and will begin no later than September 25 and will end on December 4. Your URI student teacher is still enrolled in a full schedule of classes, but as much as your schedule allows, I would like the student teacher to experience as many aspects of school life as possible and to come to your school weekly. I hope that this activity checklist will support you in this effort. Please support him or her in finding the best days/times each week to work in your classroom. We see this time as an apprenticeship. It is a time for the student teacher to learn by doing and reflecting on those experiences. Your student teacher should be as **active** as possible with your students as he/she has had several field experiences before this practicum. His or her time with you should consist of more than just observations, although those are a certainly a valuable and necessary experience. This is the time for your student teacher to begin to actively engage in the role of the mathematics teaching professional. As such, she or he should conduct him or herself professionally and responsibly by communicating effectively, preparing responsibly, and meeting all professional expectations while at your school.

Please try to allow the student teacher to participate in as many activities as possible, without disrupting your regular classroom routine. A **minimum of TWO activities of each section of the checklist** is desirable, including the implementation of two lessons. I hope that this fall semester gives you an opportunity to prepare for a successful working experience with the assigned student teacher in the spring.

Important information about your role this semester and next is in the Student Teacher Handbook available online at the School of Education's website: (<http://www.uri.edu/hss/education/forms/default.html>) Please review the Rhode Island Professional Teacher Standards and National Council Teachers of Mathematics Standards before the student teacher begins working in your class in order to offer support and guidance during his/her work in these areas of teaching expertise.

Finally, upon completion of the fall placement (December 4), please sign the two attached **assessments** [*1. Checklist of Developmental Activities Completed and 2. Attendance Log*]. It is the student teacher's responsibility to submit these forms to me before the end of the semester. If you have any questions, feel free to contact me at 874-4149 or degrootc@uri.edu.

Thank you very much. Without your leadership and professionalism, our program would not be possible.
Sincerely,

Cornelis de Groot, Ph. D.
Associate Professor, Secondary Mathematics

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URI STUDENT TEACHER: _____

Activities Completed	Date(s)	Comments
ADMINISTRATIVE		
A1. Become familiar with and learn to use the school attendance/grading system.		
A2. Become familiar with the school codes of conduct for students and staff and other pertinent policies.		
A3. Meet with a guidance counselor or administrator to learn about the ways the school is supporting students who are having difficulty in school.		
A4. Attend a team/department meeting.		
A5. Learn about the Graduation by Proficiency requirements and interview a senior about graduation requirements.		
A6. Become familiar with State Reform Initiatives and how the school deals with these, especially teacher evaluation.		
INSTRUCTION (These activities are intended as a scaffolded set from 1 – 11. We hope that student teachers can do significantly more than two of these activities.)		
I1. Work with individual student(s) who need remedial help.		
I2. Work with a small group of students.		
I3. Design homework assignment(s).		
I4. Discuss/review Homework.		
I5. Design an introduction to a lesson of the cooperating teacher that uses real world examples to motivate students. [LAUNCH]		
I6. Design an introduction to a lesson that activates relevant prior knowledge. [LAUNCH]		
I7. Design an introduction to a lesson that clearly establishes important mathematical language. [LAUNCH]		
I8. Design a hands-on activity using concrete materials. [EXPLORE]		
I9. Incorporate the active use of technology (calculators, internet, dynamic software, CBL, etc.) in a lesson. [EXPLORE]		
I10. Differentiate activities for the different needs in the class including extra challenges. [EXPLORE]		
I11. Engage students in a classroom discussion, especially after a hands-on activity. [SUMMARIZE]		

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ASSESSMENT		
A1. Reflect on student learning based on observation and other classroom-based assessment data.		
A2. Design an assessment for a lesson the cooperating teacher taught.		
A3. Grade and analyze assessment(s).		
A4. Work (with a special educator) to adapt and differentiate assessments.		
CURRICULUM		
C1. Review curricular materials (books, calculators, manipulatives, etc.) available in the department and discuss with department chair or cooperating teacher.		
C2. Plan out curriculum for courses that may be taught in the spring.		
C3. Learn how the curriculum and instruction are designed to provide students with success on the NECAP exam.		
RESOURCES		
R1. Meet with a special educator to discuss appropriate modifications or accommodations for special needs students.		
R2. Meet with an ELL instructor or specialist to discuss strategies and materials for ELL learners.		
R3. Meet with the School Media Librarian to learn about the resources—both print and non-print—available at your school.		
TEACHING (see next page)		
T1. Teach an Inquiry-based lesson		
T2. Teach a technology enriched lesson		
OTHER		

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Highly Desired Activities:

In the methods course my student teachers will prepare two individual lessons and a unit plan. It is my hope that you will find the time and possibility for the student teacher assigned to you to have him/her implement one of the two lessons or, if at all possible, both. One of the lessons is geared toward involving all students through an inquiry-based approach (Launch-Explore-Summarize) and the other is centered on engaging students conceptually through having them use technology.

The implementation, subsequent reflection, and redesign of a lesson is an important learning cycle for beginning teachers. It is my deepest hope that you can provide this for the student teacher. They should carefully negotiate the unit plan with you and share this regularly as they make progress. This unit plan is due at the end of the semester. The intention is that they can implement this unit in the spring when they student teach with you. However, I know and respect that this is sometimes not a possibility

Activity	Date(s)	Comments (include strengths, and areas in need of improvement)
Inquiry-based lesson implemented.		
Technology enhanced lesson implemented.		
Unit Plan discussed.		

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ADDITIONAL COMMENTS:

Please comment below on how successful the student teacher was overall with these activities.

How would you describe the overall progress in professional conduct of the student teacher in your work with him/her this fall?

What core qualities stood out in your student teacher has demonstrated this fall?

Do you have any areas of concern you would like to discuss with me prior to working with your student teacher Spring 2009?

Which RIPTS standard(s) are you least able to comment on at this point? Why?

Signature of Cooperating Teacher

Please return with the EDC 431 overall evaluation (RI Professional Teacher Standards) and the Pre-Student Teaching Practicum evaluation (see attached). If you have any questions or concerns, contact me at 874-4149 or degrootc@uri.edu.

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Attendance Log EDC 341

<i>Date</i>	<i>Duration (hours)</i>	<i>Key Involvement</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cooperating Teacher's signature attesting to accuracy of above attendance logs.

sign here

date

Comments: